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ABSTRACT

Provided is a language activities information packet designed to help preschool and primary level teachers identify and remediate areas of need in language development. Included is a checklist of primary language arts skills for children from 2 - 6 years-old, an expressive language evaluation scale for ages 6 months - 7 years, and a description of stages in the development of normal verbal language. Teaching suggestions are presented in the area of language learning, and such specialized areas as association of ideas, closure, and memory. (IM)

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PRIMARY LANGUAGE ACTIVITIES

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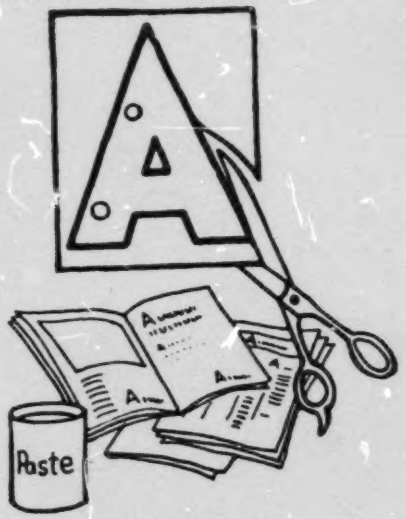

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CONTENTS

I.	INTRODUCTION	3
II.	CHECKLIST OF PRIMARY LANGUAGE ARTS SKILLS	4
III.	DEVELOPMENTAL SCALE FOR LANGUAGE	6
IV.	STAGES OF NORMAL VERBAL LANGUAGE DEVELOPMENT	11
V.	UNDERSTANDING LANGUAGE (DECODING)	16
	ASSOCIATION OF IDEAS	17
	EXPRESSING IDEAS (ENCODING)	18
	CLOSURE	20
	MEMORY	22
VI.	LANGUAGE SUGGESTIONS	24
VII.	CHECKLIST FOR MORE SPECIFIC REMEDIATION SUGGESTIONS	40

INFORMATION PACKET/LANGUAGE ACTIVITIES

INTRODUCTION

The Language Activities Information Packet was designed to help the teacher pinpoint areas of Language Development which are in need of special remediation in young children.

The information contained herein has been collected over a number of years from a variety of sources: articles and ideas submitted by special educators which they themselves originated or found useful....clipped from various publications, handouts from University courses and consultants, etc.

Included are informal diagnostic instruments and sequential development guidelines. Although the packet contains sample activities, the checklist offered is an attempt to provide the teacher with a means for defining and requesting remediation suggestions for specific areas. Please complete and return the checklist to FLRS/Crown for further information.

We regret that, due to the means by which these ideas were collected, the original authors are not credited as this information was not available to us.

FLRS/CROWN
JACKSONVILLE, FLORIDA

SUMMER, 1975

CHECKLIST OF PRIMARY LANGUAGE ARTS SKILLS
IN SEQUENTIAL LEVELS

Pupil's Name_____School Year_____Years in School_____
(Use Dates in the marking spaces to show growth)

	Needs Help	Independent
I. FOLLOWING ORAL DIRECTIONS		
1. Responds to oral direction: one step and two steps.....		
2. Comprehends and responds to directions to be followed at a future time.....		
3. Comprehends and responds to directions based on value judgements...		
II. DEVELOPING AUDITORY DISCRIMINATION		
1. Awareness of sound versus no sound..		
2. Localizing sound.....		
3. Hearing differences in sounds.....		
4. Matching sounds.....		
5. Hearing degrees of differences in like sounds.....		
6. Matching spoken words.....		
7. Hearing minimal differences in spoken words.....		
III. AUDITORY SEQUENCING AND MEMORY		
1. Recognizing non-verbal auditory patterns.....		
2. Blending sounds.....		
3. Hearing number of syllables in a word.....		
4. Blending syllables.....		
5. Reauditorizing unrelated syllables..		
6. Reauditorizing digits.....		
IV. AUDITORY PERCEPTION		
1. Identifying common sounds.....		
2. Awareness of distinctive speech sounds in initial position.....		
3. Awareness of distinctive speech sounds in final position.....		
4. Awareness of distinctive speech sounds in medial position.....		
5. Matching spoken words to pictures...		
6. Matching auditory symbols - to sounds.....		

	Needs Help	Independent
V. DEVELOPING THE ABILITY TO LISTEN FOR COMPREHENSION		
1. Perceives relationships by:		
a. Recalling a story (as a whole)..		
b. Recalling at least one detail...		
c. Recalling sequence of ideas..... (Beginning and ending)		
d. Classifying objects, colors, numbers orally.....		
e. Carrying out oral directions (one step; two steps).....		
2. Draws conclusions:		
a. From listening to stories and supplying endings orally.....		
VI. DEVELOPING THE ABILITY TO LISTEN CRITICALLY		
1. Distinguishing between fact and fantasy tales.....		
2. Identifying sense and nonsense details in a story.....		
VII. DEVELOPING THE ABILITY TO LISTEN FOR ENJOYMENT		
1. Responding to nursery rhymes, poetry and fairy tales by drawing, dramatizing and retelling.....		
2. Beginning to form sensory images with pictures, related objects, and words.....		
3. Responding to varieties of literature, enriched with music.....		

DEVELOPMENT SCALE FOR LANGUAGE

Elizabeth Kinstler

2-0 years

____ 1. The child follows 2 or 3 directions (Give it to me; Put it on the table; Put it in the box)

____ 2. Identifies 2 or more pictures by naming or painting (dog, shoe, cup, house)

____ 3. Name simple body parts (hair, eyes, nose, mouth)

____ 4. Asks for food, drink, toilet

____ 5. Calls himself by his given name

____ 6. Uses 3-word sentences

____ 7. Can repeat sentence of 3 or 4 syllables

____ 8. Uses pronouns: mine, me, you and I in about this order

____ 9. Errors may include omission of articles

____ 10. Perseverates in his speech

2-6 years

____ 1. Identifies 3 words by use (stove, bed, chair, scissors) show me the one we cook on-

____ 2. Answers at least one item: what do you do with it. (pencil, knife, ball, key, shoe)

____ 3. Uses past tense and plurals formed by adding "s"

3-0 years

____ 1. Arranges doll furniture in meaningful groups (e.g. places doll house furniture in appropriate rooms)

____ 2. Responds to commands (run, walk, jump, throw, up, down, and be quiet)

____ 3. Uses sentences of four words.

____ 4. Can repeat sentence of 6 or 7 syllables

____ 5. Tells simple action in a picture

____ 6. Tells his sex

____ 7. Understands 2 or 3 prepositions (on, in, in back of, in front of, under)

____ 8. Uses articles (a and the)

____ 9. Deals verbally with a non-present situation (if situation is ego-oriented)

____ 10. Answers at least one: "What do you do when you are sleepy?" "hungry?", "cold?"

____ 11. Reference to immediate present often used in answering questions (e.g. in answer to "what do you do when you're sleepy? answers, "I'm not sleepy.")

____ 12. Uses associational responses in answer to direct questions (e.g. to "what do you do when you're sleepy?" may answer, "Bud sleeps.")

____ 13. Produces negative verbal statement other than the word "no" (e.g. "Don't want it.")

____ 14. Uses personal reference in answering (e.g. to "what runs?" answers, "I run.")

____ 15. Responses may become irrelevant or "go out of field" when difficult questions asked (e.g. to "what swims? may answer "houses.")

3-6 years

____ 1. Volunteers four or more prepositions in response to stimulus picture (on, in, under, in back of, in front of, beside, over)

____ 2. Discriminates between <u>big</u> and <u>little</u>

____ 3. Enumerates at least three objects when told "tell me about this picture." (with no further instructions)

4-0 years

____ 1. Understands compound sentences -- able to follow 2 action--directions given together (e.g. "Pick up the ball and give it to me.")

____ 2. Uses simple sentences including phrase (e.g. "I walk to the house.")

____ 3. Uses much questioning (probably to keep conversation going)

____ 4. Gives multiple responses in answer to questions

____ 5. Uses sentences of five plus words

____ 6. Uses adverbs and adjectives

4-6 years

1. Shows ability to classify verbally or categorize ("These are the same size" or "color", "shape", etc.)

2. Understands two simple relationships (e.g. "Brother is a boy, and sister is a ___"; "A table is made of wood, a window of ___"; "A bird flies, a fish ___.")

3. Understands simple cause and effect and answers one - "what must you do when you have lost something?" (answer indicates search); "what must you do before you cross the street?" (answer indicates use of caution or conformity with traffic rules)

5-0 years

____ 1. Uses pronouns correctly (mine, yours, you, me, his, hers, theirs)

____ 2. Answers are distinct and pertinent rather than multiple and differs (e.g. to "what flies?" answers 'airplanes' not birds kites and airplanes, and "I can fly in an airplane?"

____ 3. Defines at least two simple words using descriptive or categorical terms (ball, stove, bat)

____ 4. Tells his age

____ 5. Uses description in responses when asked to tell a story about a picture

____ 6. Able to give main theme (e.g. birthday party, etc.) when asked to tell story about picture

____ 7. Uses compound and complex sentences

____ 8. Retells familiar story

____ 9. Develops interpretations of abstractions:

____ a. begins to describe relative location and distance (near, far, up, down)
____ b. begins to express sizes and weights in relative terms (more, less, heavy, light)
____ c. begins to use terms related to weather (cool, warm, rain, sunshine, clouds, fog)
____ d. begins to use time words (early, late, morning, afternoon)
____ e. begins to use terms related to pitch, tempo, and volume (higher, lower, faster, slower, louder, softer)
____ f. expresses ideas based on personal experiences

6-0 years

____ 1. Language is essentially complete in structure and form

____ 2. Interpretation is made in telling story about a picture (uses references which are not immediately visible in picture but required inference)

____ 3. Immediate recall of main details of story which has been read to him

____ 4. Relates details in proper and fairly logical sequences

____ 5. Tells original stories

____ 6. Anticipates outcomes, draws conclusions, makes inferences

____ 7. Expresses gratitude

____ 8. Recognizes words of opposite and like meanings:

____ a. gives 2 or more similarities or differences: (on first 2 examples if only differences are given he should be reminded that similarities as well as differences are required) e.g. apple-peach; wood-coal; ship-car; iron-silver.

____ b. Give 5 opposite analogies:

"Brother is a boy, sister is a ___."
"A table is made of wood, a window of ___."
"A bird flies, a fish ___."
"The point of a cane is blunt, the point of a knife is ___."
"An inch is short, a mile is ___."

____ 9. Begins to develop a sense of humor--recognizing verbal absurdities (delighted with riddles like: "What did one wall say to the other? Meet you at the corner.")

THE UNIVERSITY OF WISCONSIN-MILWAUKEE
Department of Exceptional Education
Special Learning Disabilities Laboratory

LANGUAGE EVALUATION SCALE
EXPRESSIVE LANGUAGE*

Item	Language Age	Language Behavior	Normative Source
1	6 mo.	Vocalizes to toys; vocalizes for social contact.	Gesell
2	7 mo.	Combines vowel sounds; says m-m-ma when he cries; vocalizes recognition of familiar people.	Gesell
3	8 mo.	Says "da-da" or "ma-ma" in babbling but not with reference to parents; babbling acquires inflection.	Van Riper
4	10 mo.	Vocalizes "ma-ma" and "da-da" and has one other 'word'; imitates sounds such as cough or tongue click.	Gesell Mecham
5	12 mo.	Echolalia: imitates a number of syllables as well as sounds. Vocalizes two 'words' other than 'ma-ma' and 'da-da'.	Van Riper
6	12-14 mo.	Accompanies gestures by vocalization, e.g. babble while pointing; spontaneously tries to imitate sounds such as adult exclamation.	Van Riper
7	12-14 mo.	Marks with a pencil or crayon; amuses self for brief periods in this way.	Vineland
8	15 mo.	Has four or five words including names; uses jargon but usually indicates his wants by pointing and vocalizing. Says "ta-ta" or equivalent for "Thank you".	Gesell

Item	Language Age	Language Behavior	Normative Source
9	18 mo.	Has a vocabulary of as many as 10 sizeable words; he names 'ball' when shown it. May name one picture (dog, shoe, cup, etc.)	Gesell
10	18 mo.	Asks for wants by naming objects; milk, cookie, etc.	Cattell
11	18 mo.	Leaves off beginnings and endings of phrases; common expression is 'all gone'.	Metraux
12	21 mo.	Has vocabulary of 20 words; combines two or three words that expresses two or more different ideas, e.g. "daddy go bye-bye" not just "go bye-bye"; echoes two or more last words.	Gesell
13	21-24 mo.	Expressive vocabulary of at least 25 words, mostly nouns, some verbs, adverbs, and adjectives; uses names of several familiar objects spontaneously and not merely when they are presented; talks in short sentences or phrases or subject-object combinations in a practically useful way.	Mecham Vineland
14	2 yrs.	Vocabulary may exceed 50 words; jargon is discarded in favor of understandable but simple three word sentences; uses pronouns 'I', 'me', 'you' although not always correctly. He soliloquizes, verbalizing his immediate experience, referring to himself by naming ("Johnny fall down", etc.) Common expression 'mine' (me).	Gesell Metraux
15	2 yrs.	Names three or more common pictures such as those found in a Golden Book Dictionary names as he leafs through the book.	Gesell Mecham

Item	Language Age	Language Behavior	Normative Source
16	2-6 yrs.	(Repeats two digits.) See Receptive Language	Terman
16	2 yrs.	Verbalizes for food, drink, toilet. Asks for another ___, wanting one for each hand.	Gesell Mecham
17	2-6 yrs.	Gives his full name.	Gesell
18	2-6 yrs.	Gives use of some of the test objects (ball, shoe, penny, etc.) Names test objects: shoe, watch, telephone, flag, pack knife.	Gesell Terman
19	2-6 yrs.	Refers to self by pronoun rather than by name.	Gesell
20	2-6 yrs.	Speech activities are repetative.	Gesell
21	2-6 yrs.	Common expression, 'I did.'	Metraux
22	3 yrs.	Vocabulary has innumberable words; he speaks in well-formed simple sentences.	Gesell
23	3 yrs.	Uses some plurals	Gesell
24	3 yrs.	Names pictures and on request tells the action, e.g. "baby is sleeping."	Gesell
25	3 yrs.	Copies circle; imitates cross. See Visual-Motor Behavior	Gesell
25	3 yrs.	Knows a few rhymes. (Little Bo-Peep, Miss Muffet, etc.)	Gesell
25	3 yrs.	Repeats three digits. (See Receptive Language)	Terman
26	3 yrs.	Names eight pictures correctly (cup, kitty, house, shoe, flag, clock, star, leaf, basket, book)	Gesell
27	3 yrs.	Tells sex correctly in response to "are you a little boy or a little girl?"	Gesell

Item	Language Age	Language Behavior	Normative Source
28	3 yrs./3-6	Relates experiences. Gives simple accounts of experiences or tells stories (unprompted) with sequential and coherent content and relevant detail.	Vineland
29	3-6/4 yrs.	Names all primary colors when shown.	Mechan
30	4 yrs.	Vocabulary in excess of 1500 words.	Miller, et al
31	4 yrs.	Counts three objects, pointing to each in turn.	Gesell
31	4 yrs.	Names objects from memory (See Receptive Language)	Terman
32	4 yrs.(2+)	Memory for sentences. Say "big boy". Now say, "I am a big boy". Now say, a) I like to eat ice cream cones. b) My watch has two hands. c) Give me just one of them.	Terman Gesell
33	4/4-6 yrs.	Reads and tells a familiar story by way of pictures (Three Bears, etc.)	Mecham
33	4-6 yrs.	Repeats four digits. (See Receptive Language)	Terman
34	4-6/5 yrs.	Prints simple words such as first name or a few familiar words not using copy. Correct spelling not essential.	Vineland
35	5 yrs.	Counts 10 objects, pointing to each in turn.	Gesell
36	5 yrs.	Gives a descriptive comment while naming the objects in a composite picture.	Gesell
37	5-5/6 yrs.	Relates fanciful tales: tells an experience or plan of action which is imaginative only.	Mecham

Item	Language Age	Language Behavior	Normative Source
38	5-5/6 yrs.	Names penny, nickel, dime: asks for them discriminately for varying purposes.	Mecham
38	5-5/6 yrs.	Memory for sentences (See Receptive Language)	Terman
39	5-6/6 yrs.	Can count to 30 by ones upon request; does not need help after beginning to count.	Mecham Gesell
40	5-5/6 yrs.	Asks meaning of words: "what does ___ mean?" or a similar question.	Mecham
41	6 yrs.	Vocabulary in excess of 2500 words.	Miller, et al
42	6-7 yrs.	Can tell a familiar story (Three Bears, etc.) including most of the detail.	

* Copies of this scale are obtainable from:

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Department of Exceptional Education
The University of Wisconsin-Milwaukee

I. Understanding or decoding:

Decoding is the ability of the child to gather information from the environment and to understand what he sees and hears.

A. Auditory understanding or decoding refers to the ability to understand what is heard.

1. Ask 'yes-no-maybe' questions such as:
   (a) "Children should have shoes."
   (b) "A red light means GO."
   (c) "All women need a washing machine."
   (d) "This barber gives the best haircut in the world."

2. Verbal directions are given and the child complies. For example, "Go touch the table and the chalkboard." "Touch the back of your head with your left hand." "Simon Says" is a good game for practicing this skill.

3. The child listens to a sentence, paragraph, or story and is asked to retell the story or answer various questions. It may be helpful to advise the child what to expect, such as the names of the children or how many boys, and so on. As the child improves, the complexity of the task is gradually increased.

B. Visual understanding or decoding refers to the ability of the child to understand or interpret what he sees.

1. Identifying objects in picture dictionaries, catalogues, magazines, etc.

2. Identifying colors, letters, numbers, geometric forms, etc.

3. Explaining the significance of action pictures. For example, if the picture shows a farmer milking a cow, the child should discuss what is occurring and why.

II. Association of ideas:

The association process is used while manipulating concepts to form new ideas.

This would encompass activities that demonstrate parallel or analogous ideas such as the awareness that carpenters and bricklayers both build houses. Transferring concepts from one experience to another is an associative process. Using addition combinations while having candy at the store examplifies such transfer. Seeing relationships between two objects at both the concrete and abstract level is also such a process. For example, an airplane and a car are alike in that both have wheels and windows, but a more abstract level of relationship would require the recognition that both are a means of transportation.

A. Auditory association of ideas refers to the manipulation or transference of ideas received through the auditory channel. Excercises to correct a deficiency in this area include:

1. Categorizing or classifying objects

   "Name all the birds you can think of."
   (cars, farm animals, household items, etc.)

   Then reverse this process by asking of what category three similar items are a part: for example, plow, pitchfork, tractor.

2. Building the concepts of same and different by aksing the child how two ro more things are alike.

   "In what way are a horse and a cow alike?"

   Initially, concrete likenesses (legs, eyes) are encouraged, but gradually more abstract similarities are developed (both lives on a farm, work for man, and are animals.)

3. Cause and effect questions can be employed such as, "What would happen if...?"

   Examples include: "If a faucet handle broke, what would you do?" "What would happen if a dog and a cat were put in a room together?" "If you saw a lady fall, what would you do?" "Why?"

B. The visual association of ideas refers to the ability to draw relationships between ideas that are presented visually.

1. Many pictures are presented to the child. He selects the items that fit into a predesignated classification such as farm animals, household items, etc.

2. The child is asked how two similar pictured objects (e.g., car and truck) are alike or different. He may respond vocally or by pointing to some similar features such as the tires, windows, doors and engine. A modification of this exercise is possible when four pictures are presented to the child. He is to identify the picture that is not related to the other three and explain his choice (e.g., a car, truck, bus and snake). The child should identify the snake as being inappropriate because the others are used for transportation.

3. Story pictures may be drawn on cards. The child arranges the cards according to the context of the story. Initially, the story may be told while the child is observing the pictures in their proper sequence. Then the cards are mixed for the child to rearrange in order. During the rearrangement, the child can retell the story with the cards as cues. As he improves in this skill, he can order the card series without hearing this story. The length of the series depends on the ability of the child.

III. Expressing ideas or encoding:

Encoding refers to the ability to generate and express ideas.

Verbal fluency is often confused with the productive and complex encoding process. Chatter is not a substitute for meaningful language usage. Vocal expression is a part of most activities in school, but the development and expression of ideas is often lacking. Children in school are generally recipients rather than active participants, little opportunity to manipulate ideas individually.

Many of the activities used to develop auditory decoding and association can be modified to include vocal encoding activities. Explanations of why things happen or discussions of the relationships between two objects have a strong vocal encoding component. Combining language area activities improves the efficiency and economy of program planning.

A. Vocal encoding refers to the generation and vocal expression of ideas.

1. The child describes an object and then creates and tells a story about it.

2. A child may teach a skill or concept to the other members of the class. For example, have him verbally describe how to cut out and color geometric forms.

3. Problem-solving sessions are helpful.

"If you couldn't find a toy in your toy box, how would you go about finding it?"

This forces the child to anticipate problems that could arise.

B. Motor encoding refers to the expression of ideas through gesture or action, as in pantomining. Motor encoding is not to be confused with physical coordination or process.

1. A basic activity involves imitation of teacher-demonstrated body movement of an animal such as an elephant. After the child can imitate this movement accurately, the teacher should imitate the activity verbally without prior demonstration.

2. Drawing pictures on the chalkboard is a meaningful motor encoding task. The teacher may have to start at a simple level with stick figures and gradually move into more complex tasks such as drawing a man climbing a ladder.

3. Charades is a good group activity in which the child acts out a role such as a farmer chopping wood or a carpenter sawing a board.

IV. Automatic or closure processes. Much of what the very young child learns is at a non-meaningful level. That is, he is not consciously aware of many associations he makes between the auditory and visual stimuli which constantly bombard him. However, the fact that he is a part of an environment that contains large numbers of consistent redundancies and the fact that his central nervous system is structured so that his behavior takes these repetitions into account describe this important learning process. This automatic process is the accidental, non-purposeful acquistion of the subtleties of the environment. For example, correct grammatical construction is the result of an unconscious assimilation and imitation of language patterns gradually habituated into an automatic form of behavior.

Disabilities in this process may be related to a general neurological disorganization, but whatever the cause, children with automatic or closure problems often exhibit errors in orientatical concepts such as time and distance and a difficulty in blending non-menaingful sound elements into a meaningful whole.

A. Auditory closure is the ability to integrate non-meaningful elements of the environment into meaningful wholes and sequences.

1. Auditory sound blending is a closure function. The teacher presents a word with syllables or letters operated by a short time interval (b-a-b-y, c-a-t). Sound blending experiences may have to introduced using pictures as visual cues. The separated word 'b-a-b-y' is presented several times and the child identifies the correct picture.

   Another exercise involves sound blending words that represent objects in the room.

   "Find something on the desk with this name, p-e-n."

   A related sound blending activity utilizes a sentence with only one word sound, blended.

   "The boy ran up the h-i-l-l."

   The child identifies this word through context clues. Gradually all visual clues. Gradually, all visual cues are removed. The Remedial Reading Drills (Hagge, Kirk & Kirk, 1955) contains many sound blending examples to help reduce preparation time.

2. Teach the child an uncompleted sentence such as,

"This is a very nice ___."

After the memorization process is completed, walk around the room pointing at objects. The child says and completes the stimulus sentence. For example, if a plant were designated as the stimulus object, the child would respond,

"This is a very nice plant."

Each word is repeated in the proper order.

3. Teach the child to give a specific word response to a stimulus word. For example, the child always responds with 'elm' to the stimulus word 'tree'. After this pairing of words is thoroughly established, a second pair is introduced, such as the stimulus word 'big' and the response word 'large'. After this second pair is thoroughly ingrained, the two sets of words can be interchanged. More sets can be added gradually.

B. Visual closure is the ability to integrate visually perceived non-meaningful elements of the environment into meaningful wholes.

1. The child identifies representations of a familiar object. For example, a shadow or silhouette is presented to the child for identification. Areas that are cues for identification are pointed out and discussed. Gradually, the representations are made less distinct and thereby more complicated. Pictures of ink blots or clouds with definite forms can be chosen.

2. Pictures with forms such as witches or squirrels hidden in the content are found in some children's magazines. The child identifies these hidden forms.

3. The child completes forms or designs by noting discrepancies between the model and its nearly identical but incomplete form. This progress from gross to subtle differences. A similiar activity requires the child to connect a set of dots or numbers. He must identify the form, if possible, before it is completed. Forms can be numbers, letters or pictures.

V. Memory: Both the auditory and visual channels have general and sequential memory components. General memory refers to global, gross forms of retaining information, such as, remembering the content of a story or general idea of a television program. Sequential memory is involved in remembering things presented in a specified order, such as the letters of a word.

There are two general types of responses to be considered when working to improve the memory process: recognition and recall. Recognition responses refers to a less complex memory process that entails choosing the correct answer from several possible choices. Examples are the 'multiple-choice' test and the picture choice test. The child with a deficient memory may need an initial choice of items to organize the memory process and prepare a 'set'. Recall answers emanate from the individual with no cues other than those provided by the content of a question, such as "Who discovered America?" This is a higher level, more complex form of mental functioning and demands far more cognitive sophistication. Both recognition and recall are important, but recall is the ultimate educational goal.

Activities should stress immediate, intermediate and long-term memory functions. Immediate memory can be exercised by reading a sentence and having the child respond immediately to its content. Intermediate memory may involve the recalls or recognition of activities or stories from previous periods in the day while long-term memory refers to the recall or recognition of activities carried on one or more days earlier.

A. Auditory memory refers to the ability to recall stimuli presented auditorily.

1. The child repeats a sentence verbatim--each word in the proper order.

2. A story is read to the children. They answer questions regarding the content or reproduce the story in their own words. Giving the children cues about what to expect and remember often aids retention. Initially, simple reproduction of the general plot of the story is sufficient, but gradually the recall of specific facts should be encouraged.

3. Present unrelated words for verbatim repetition. This exercise can be modified to combine auditory memory and association by presenting a series of words that have a definite relationship such as, 'truck', 'car', 'tractor', 'bus'. The child repeats the sequence and then describes the relationship.

4. Repeat letters, numbers, or sounds in sequence. This can be combined with sound blending exercises, by presenting in sequence, sounds that make up a word. The child repeats the sounds in their proper order and then identifies the word.

B. Visual memory is the ability to remember stimuli represented visually.

1. The child is shown a picture or series of pictures depicting some concept or story. After the pictures is removed, the child relates the story or chooses from a card containing many pictures those that are relevant to the story.

2. The child looks at a page in a picture dictionary or a catalogue and tries to recall the pictures. No particular order or sequence of response is emphasized initially.

3. The child observes two or more objects. The objects are rearranged while the child's eyes are closed and he replaces them in the original order. This activity can gradually be expanded to include the removal and successful replacement of more objects. Initially order is not important, but the ultimate goal is to develop the ability to recall sequentially.

4. The teacher points out a sequence of numbers, letters, forms, or pictures which the child reproduces verbally or by pointing. An auditory cue to aid the child's visual memory span may be added by simultaneous verbalization and pointing. The child responds in the manner most efficient for him, vocally, by pointing, or a combination of the two.

LANGUAGE LEARNING FOR BEGINNERS

Language readiness activities cannot be differentiated from other language learning experiences, except that they are those language experiences which are recommended to be employed before any child begins the regular use of readers and textbooks in his studies.

Major types of Beginning Language Activities:

1. FIRST-HAND EXPERIENCES. A language is a system of arbitrary verbal symbols. A child cannot listen, speak, read, or write fluently until he has learned a large number of the symbols and the concepts related to them. Consequently, he must have extensive firsthand experiences with many concrete objects, such as a flower, a letter, an aquarium, an airport, a zoo, and an umbrella in order to attain a functioning vocabulary.

   He must also have experiences to help learn the meanings of a myriad of abstract concepts such as fairness, kindness, accuracy, and responsibility. The development of vocabulary is a necessary prerequisite to language fluency and a neverending responsibility for teachers. Things they know about or provide experiences.

2. IMAGINATIVE EXPERIENCES. Looking for forms in the clouds and listening for messages in the wind or rain are all experiences that stimulate the imagination. Such activities offer occasions for use of descriptive words and figurative speech that helps the child to enjoy poetic literature and increase his language power.

3. SENSORY EXPERIENCES. The experiences of smelling, seeing, touching, tasting, and hearing are related to firsthand experiences but imply greater refinement. Children need to learn to identify numerous objects by shape, texture, or sound.

   Appropriate experiences include making and classifying collections, playing identification games when blindfolded, and participating in tasting parties. As the children learn to use their senses they extend their vocabularies and store up percepts that will help them in their reading and writing.

4. PICTURE INTERPRETATION. Children can tell a story illustrated by a single picture, 'read' a story from a sequence of pictures, sort and classify pictures according to various topics or word elements, illustrate concepts with pictures, and play matching games with pictures.

   Picture books and dictionaries help teach early work-study habits; and it si possible for the teacher to stimulate concept development through the use of pictures collected from magazines, discarded schoolbooks, and used workbooks.

5. STORY LISTENING. Listening to well-selected stories gives children opportunities to learn listening and comprehension skills and become acquainted with the various qualities of literature that make it enjoyable. Probably nothing has more effect on the development of the pupil desire to learn to read than listening to appealing stories.

6. POETRY EXPERIENCES. Young children readily appreciate the poet's ability to paint word pictures and to express different moods; they quickly learn to sense the rhythm and listen for rhyming sounds.

   Repetitive phrases aid them in hearing varied speech sounds, and nonsense verse leads them into their own efforts at creative expression.

   Poems can help the pupils to see their won selves, to develop a healthy sense of humor and even to acquire increased ease in communication situations.

7. DRAMATIC PLAY AND PANTOMIME. In these types of activities the child steps into another person's shoes and acts that person's part.

   In learning to identify with others, he learns to think creatively, to use common courteses, and (in dramatic play) to use the mechanics of oral communication to express himself in a clear, colorful manner. If he excels in such activities, he will succeed later in interpretive oral reading.

great IDEA stuff

language arts

8. PUPPETRY AND PAPER DOLLS. Classrooms often display puppets, but paper dolls are not frequently utilized in teaching. Children love to work with both devices, however, and through such experiences, they grow in eye-hand coordination.

   Puppets and paper dolls have the advantage of permitting the shy child to hide behind his character, thereby making it easier for him to speak freely.

9. PUZZLES. Jigsaw puzzles that have large pieces provide purposeful practice in differentiating shapes and sizes. They develop eye-hand coordination and habits of concentration.

   A variety of durable puzzles can be obtained from Creative Playthings of Los Angeles and Princeton, New Jersey.

10. MUSICAL GAMES. Singing games such as 'London Bridge' and 'Looby-Loo' teach articulation and the rhythm of the language.

11. WORD GAMES. The child whose home background causes him to use words hibitually in patterns that are considered nonstandard will be handicapped in speaking, reading, and writing in many situations.

    Poor usage habits are not changed by exhortation; they can be replaced, however, by offering enough interesting oral practice to develop new habits. Most word and sentence games provides for the practice of Standard English usage.

12. CONVERSATION AND PARTY OCCASIONS. It is essential that the daily schedule provide some periods when children work quietly on individual projects, and other periods when they can learn the give-and-take of lively, polite conversation.

    A short session for sharing out-of-school experiences may stimulate conversation, especially if the cl[illegible]oom is broken into small congenial groups for the activity so that simple social responsibilities and courtesies may be taught. Classroom parties also offer occasions for teaching and learning language usage.

13. USE OF FILMS. Motion pictures and filmstrips effectively develop concepts, foster literary appreciation, and teach language patterns. The filmed experience must be followed, however, by a related verbalization, if maxium benefits are to be obtained.

Some teachers find the loop projector especially worthwhile. (Titles of selected films and filmstrips are provided in Appendix I)

14. USE OF RECORDINGS. Discs that are available can be classified into three language instruction categories: (a) concept development, (b) literary appreciation, and (c) auidtory discrimination.

They may be used well as early kindergarten and first grade. (Titles of selected recordings are included in Appendix I)

15. USE OF THE TAPE RECORDER. The ways in which a tape recorder can be employed for language development are so numerous that every classroom should have its own machine.

In creative drama, for example, the initial taping of puppet plays provides an opportunity for pupils to listen critically and suggest changes in the production.

The tape recorder can also be used for gathering outdoor sounds for indoor listening or for bringing an evening radio program to school for a daytime lesson.

16. EXPERIENCE CHARTS. These charts may be employed for constructing group experience stories, recording plans, displaying information, and a number of other purposes.

Through their use children learn page orientation, sequential organization, initial sight, vocabulary, and various language functions.

17. UNIT EXPERIENCES. During unit study children discover new ways in which language may be used in group planning, in recording of experiences, and in evaluating outcomes.

Frequently, they may learn how to make and read labels and to use books (with the teacher's help) as sources of information.

18. BEGINNING WRITING. Children's first writing experiences can be the drawing of their initials in manuscript capitals on booklets related to unit activities. When they are ready to learn to write on booklets related to unit activities. When they are ready to learn to write their full names, they should be taught to use lower case letters so that there is no problem of relearning writing habits later.

    Next, the more advanced children can learn to make signs as part of their unit work.

19. TELLING ORIGINAL STORIES. The early retelling by children of stories they have heard aids them in learning to relate events in sequence, carefully including the activities of all the characters.

    Experience chart planning and picture interpretation projects also add to creative skills. The first expression usually consists of recounting personal experiences and some beginners never progress any further. Others can compose an entire original story several sentences long.

    The young child who can express his own ideas with some degree of sensitivity and imagination is well along the road to language fluency.

20. DICTATED STORIES. It is only a short step from telling personal experience stories and original stories to dictating them for the teacher to record.

    As a child watches the teacher writing what he dictates, he learns page orientation and gradually attains a sight and letter combinations stand for specific sounds that appear in words. Each child's dictated stories contain his own vocabulary and are as long or short as his own attention span and ability permit them to be; (and because the work is so completely individualized, one immature pupil can enjoy participation in the activity without learning to read a single word, while another may advance to the second- or third-grade reading level).

    Dictated stories lead toward experiences in writing one's own stories and in reading books and so are important milestones in a coordinated language arts curriculum.

The Child and the English Language Arts, Mildred R. Donoghus, pp. 23-26.

LANGUAGE SUGGESTIONS

Give the child a chance to talk; be a listener as well as a talker.

This principle is so important. All the emphasis so far has been on encouraging the bombardment of the child with spoken language. But children need time to respond and to talk. Parents need to increase their awareness of their child, to add pauses and periods of silence - attentive silence, expentant silence which shows the child that speech is expected and gives the child an opportunity to demonstrate his understanding, to imitate, or verbalize.

Respond when your child vocalizes.

This rule pertains to the need to positively respond when oral communication is attempted. First, the parents must become aware of their child's vocalizations. They must constantly be receptive to these vocal attempts, reward them with hugs, pats, kisses, laughs, smiles, anyway the parents feel comfortable in expressing to the child, "I like what I hear." ; "I like the sounds you are making." As the parents become more skillful and the child becomes more vocal, then the parents become more selective in rewarding and encouraging vocalizations that are more refined, that contain new sounds, have new inflectional patterns, and are beginning attempts at verbalizations.

Reward your child when he attempts to say a word.

These attempts most likely will be imitative at first, but the parents need to respond overly, with movements and expressions that leaves little doubt in the child's mind that he has done something very special. As words become more frequent and predictable, then the parents response is now reserved for other new words and their combinations.

Repeat the child's word and put it back in a sentence.

The child may say 'ow' for cow. Mother immediately says "a cow, I see a cow." By this action, mother tells the child four things:

1. that she heard what her child has said, that she understands and in fact can match his utterance with her own.

2. in this example, she has also provided her child with correct phonetic feedback, by adding the missing (k) sound

3. she has expanded his verbal output and provided syntactic feedback that expresses his thoughts and actions more completely as he points and says, 'cow'

When your child uses telegraphic speech, repeat his thought in a complete sentence.

Telegraphic speech simply refers to the child's reduction of 'Daddy work', the child says, to which the mother responds with great pleasure and excitement, 'Yes, Daddy is at work.' If this were among the child's early attempts to combine words to convey thought, it should immediately be followed with very positive reinforcement, such as this example, is fairly consistent, then mother's response may simply consist of an enthusiastic, 'Yes, Daddy is at work.' The hug or kiss or few minutes of play with mother would be reserved for fewer new word combinations. In this manner mother is again reinforcing the child's attempt to communicate verbally, but she is aware of constantly providing the syntactic model for the child's language growth.

Expand your child's present vocabulary by adding new words.

It has been observed that as a child acquired words and phrases, the tendency of the parent is to communicate with his child within the restrictions of his known vocabulary. Once the child has learned the word 'pocketbook', for example, then mother needs to begin exposing him to the word 'purse'. The parents need to constantly expand their children's vocabularies.

When the child uses incorrect language, say the sentence correctly.

"He brung a doll,"says the child. Mother responds with interest. "He brought the doll." Corrective feedback is an undergirding principle and porcess which determines the child's learning of syntax.

Expose your child to new sentence forms.

Being a good language model for a young child does require that parents regress to an earlier, more simplified and concrete way of talking. But just as the parents must regress for a certain period of time, they also must be aware continually of their child's understanding and his progression in language acquisition. Their awareness of his growth in understanding and usage serves as a guide on which they must base their own talking going from simple to more complex linguistic structures. For example, a child says, "Jimmy and Mom are going to town." Mother might say, "We are going to town. We will go to town after lunch."

When your child expresses a thought, expand this thought with new information.

Here the child might come to mother bearing a gift of flowers. He says, "I picked some flowers." Mother might say, "You picked some flowers for me. Thank you. I love flowers. We need to put the flowers in water. Flowers need water to stay fresh and pretty." You can see by this example, that the parent has gone well beyond the here and now of what the child is doing and saying. She is rather a-tempting to bring her child new information. In this specific example, the information relates to cause and effect, as well as to generating and attitude or feeling about her having received the flowers. Children need exposure to this kind of spoken communication.

NOTE: This article was given to us by the University of Illinois

SUGGESTIONS FOR SPEAKING EXPERIENCES

Lower Elementary Grades

Language activities of particular interest at this age are:

1. Showing and telling
2. Reporting on an experience
3. Conversation
4. Planning period
5. Creative stories
6. Stories dictated to teacher
7. Dramatic play
8. Nursery rhymes and other poems
9. Choral speaking
10. Giving simple directions, instructions, explanations

Additional activities which may be undertaken includes:

1. Exposition
2. Reporting
3. Special occasion talks
4. Oral reading
5. Story telling
6. Memorization

GUESS WHAT? PICTURES

You can engage your primary graders in thought provoking and fascinating conversations by bringing unusual pictures to class and asking for explanations of them. Use optical mysteries which take a lot of thinking to describe. Put pictures along the chalkboard with the caption "GUESS WHAT THIS IS?" throughout the day. The children have a chance to look, think, talk and guess about the picture. Just before the final bell, have a class vote on what the picture represents.

B. Teacher uses large colorful pictures.

1. Teacher shows the class a picture. She describes the picture to the children telling them many things about the picture.

2. Then she shows another picture to the class and asks someone else to tell all they can about the picture bringing in their own experiences whenever they can. (The teacher can use verbal prodding when necessary)

VI. MATERIALS USED: Many small toy objects purchased from the dime store.

Large colorful pictures.

VII. APPROXIMATELY TIME REQUIRED: 15 - 20 min. for entire lesson.

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GENERAL TITLE: Responses

AREA: Auditory decoding with verbal encoding (listening and understanding, then verbalizing the answer)

PURPOSE: Children must learn to think and respond quickly. This can be trained, with frequent practice. It is most important to build up the child's self-confidence so that he dares to voice his answer.

AGE: Primary

PROCEDURE: First, use simple questions requiring one-word answers:

"I am going to ask you something. I'll say it quickly, clap your hands, and point at someone. 'Who is in front of you? How old are you? What is this?"

MATERIALS: None

TIME: 5 - 10 min.

****

TITLE: Chart Stories

AREA: Language - Comprehension Skills

AGE: 6 to 7 yrs

MATERIALS: Chart Paper; Felt tip pen

PURPOSE: To increase the child's comprehension and build new concepts of language.

On p.248 of A Teaching Method for Brain Injured and Hyperactive Children by Cruckshank, he says:

"After the child has acquired some skills with words, chart stories can be introduced."

The purpose of chart stories are symbols that represent verbal language:

1. to show that there are symbols that represent verbal language
2. to increase understanding of correct sequence of words in a sentence in a left to right direction
3. to record a bit of spoken thought
4. to provide participation in a grown activity
5. to provide an opportunity to recognize familiar words in concepts

PROCEDURE:

A child tells an interesting story. It has only one sentence. The teacher repeats the child's story. With her felt pen, she writes from left to right on the chart paper and pronounces each word as she writes it so the child realizes that she is recording his own words.

Then she reads the entire story back to the children. Then runs her hand from left to right under the story as the children read it with her.

Making and finding a representational picture to color, cut, and paste is valuable to help expand the memory for the sentences. More sentences can be added as they seem appropriate to interest and attention span.

TIME: 10 min.

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TITLE:

AREA: Language (comprehension)

PURPOSE: To help the child understand very simple, concrete language in order to better understand others.

AGE: Primary

MATERIALS: Simple toy objects

PROCEDURE: The small toy furniture and figures representing the things and people the child sees everyday are placed before the child, a few at a time. He is given their names again and again. Therapy continues until he can recognize a great many of these.

The teachers says: "Where is the car? Give me the chair, show me the baby." If these verbalizations are too difficult, they are reduced to one word. The teacher simply says, "Car--chair--baby", and trains the child to pick up or point to the

toy. His receptive vocabulary is steadily enlarged. He is taught the names of many things:

pieces of furniture

the rooms in which they belong

the food he eats everyday

the things he uses in school

the vehicles in which people travel

articles of clothing

the parts of the body

the toys with which he plays

the people he knows

After many nouns have been learned, the action words that can be demonstrated easily are taught. Prepositional phrases comes next.

During this training no experessive language is demanded. Many children will begin to give back spontaneously some of the language that has been constantly poured in. They will begin to understand some of the simple conversational language that takes place in their environment, and to realize that verbal expression has meaning.

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TITLE: Obstacle Course

AREA: Language Comprehension

AGE LEVEL: Primary

PURPOSE: To teach up, down, around, into, under, over

LESSON OUTLINE:

1. Set up an obstacle course either in the room or on the playground.
2. Have child come and you whisper what you wish him to do. "Get up on the chair and crawl under the table, put your hand in the box, and sit down."
3. The complexities of the direction will vary with the child.
4. The child executes the order.

EVALUATION:

1. Did the child know under, etc. by word clues only?
2. Could he follow more than one direction at a time?
3. A checklist could be used to check each child on his known and unknown words.

MATERIALS NEEDED: Boxes, chairs, tables

TIME: 3 - 5 min. per child

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AREA: Language Comprehension

PURPOSE: To help the children to understand what they hear and later what they read.

AGE: Kindergarten

PROCEDURE:

1. Read a short poem or story to the class
2. Ask them about four short questions about the story or poem.
3. Have them draw a simple picture of the answers as they can't write yet.
4. When they're finished, discuss the answers.

MATERIALS NEEDED:	Each child should have a piece of paper and a box of crayons. You should have a book of short poems or stories.
TIME:	About 10 - 15 min. but could be longer with more discussion

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TITLE:	Techniques for Teaching Language
AREA:	Developing Language Vocabulary Skills
PURPOSE:	To enlarge the speaking vocabulary
MATERIALS:	Box of small toys Color cards Word cards
AGE LEVEL:	First grade children
TIME:	10 min.
PROCEDURE:	Make an action game for prepositions. Have children put an object from the toy box on, under, beside, below, above, behind the box. The teacher gives the directions first. When the children are skilled in following the directions to each other. When the group can tolerate such activity, ask them to stand on a chair, lie on the mat, or hide behind the desk. When class can read commands, use printed directions to follow. Make an action game for adverbs. Walk quickly, slowly, noisily, happily and so on. Make an action game for adjectives. Have a child bring a toy that is red or blue - striped, etc.

Have child pretend he is brave, happy, old, unkind, and so on. Use cards later on when child can read, that tell a child to make a face that is happy, sad, old, silly, and so on.

Give each child an object which he can hide in his hand. "What do you have?" He answers with a complete sentence. "I have a car." Let a child ask the question, for it is important that he know how to ask as well as answer.

Comments:

Some children need much work in this area. The sentences can get longer and more complicated.

C H E C K L I S T

Areas of Language (as defined by the ITPA):

Please check the areas in which you require more specific information.

Please return to:

FLRS/CROWN
31 Warren Street
Jacksonville, FL 32206
School # 199

__	1. AUDITORY RECEPTION:	The child's ability to understand what he hears.
__	2. VISUAL RECEPTION:	The child's ability to understand what he sees.
__	3. AUDITORY VOCAL ASSOCIATION:	The child's ability to relate and organize what he hears, or orally presented concepts. (EX: "Grass is green; sugar is __.")
__	4. VISUAL MOTOR ASSOCIATION:	The child's ability to relate and organize what he sees, or visually presented concepts. (EX: "If this goes with this, then what goes with this?")
__	5. VERBAL EXPRESSION:	The child's ability to express his own concepts verbally.
__	6. MANUAL EXPRESSION:	The child's ability to express his ideas or concepts manually.
__	7. GRAMMATIC CLOSURE:	The child's ability to respond automatically to often repeated verbal expressions of Standard American Speech. (EX: "Here is a man; here are two __.")

__ 8.	**AUDITORY CLOSURE:**	The child's ability to fill in missing parts of words; his ability to organize automatically to produce a whole word from a partial word.
__ 9.	**SOUND BLENDING:**	The child's ability to produce a whole words from parts.
__ 10.	**VISUAL CLOSURE:**	The child's ability to identify common objects from an incomplete visual presentation.
__ 11.	**AUDITORY SEQUENTIAL MEMORY:**	The child's ability to reproduce from memory sequences of digits.
__ 12.	**VISUAL SEQUENTIAL MEMORY:**	The child's ability to reproduce from memory sequences of non-meaningful figures.